

Canton School District Improvement Plan/Progress Report

Principle One—General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The team noted that referrals from the Single Point Of Contact were not acted upon within a reasonable amount of time. For example, a referral for evaluation/eligibility determination was received 7-12-01, prior notice/consent was acquired on 9-25-01, and the evaluations were completed on 11-7-01 and 11-15-01, with the placement meeting held on 11-29-01. The child's birthday was 11-16-98 and the IEP was not developed until 11-29-01 after the child had turned 3 years old.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Any child, birth to three will have an appropriate I.E.P., if necessary, developed by their third birthday.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Single point of contact will give the children's names to the early childhood instructor four months prior to turning three.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1) The single point of contact will notify the early childhood instructor of children turning three, four months prior to their third birthday.	Prior to May 1	Single Point of Contact	Ongoing	Met 6/6/05
2) An evaluation will be completed in the 30 days prior the child's third birthday.	Prior to May 1	Early Childhood Instructor	Ongoing	Met 6/6/05

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 12 month reporting date 7/7/04
 Closed 6/6/05

3) If necessary, an IEP will be developed prior to the child's third birthday.	Prior to May 1	Early Childhood Instructor	Ongoing	Met 6/6/05
4) The special education director will track those children turning 3 from the early childhood program to ensure that evaluations are conducted and IEPs written before the children turn 3. Data on how many children are tracked and how many IEPs were written without an interruption in services for the children will be submitted to the OSE.			Ongoing	Met 6/6/05
Please explain the data (6 month) A tracking form has been designed and distributed to the appropriate staff. No children were evaluated and placed on an IEP during the six month period.				
Please explain the data (12 month) The referrals are sent electronically from the single point of contact. The single point of contact informs the evaluators of the time frame for the referral. The single point of contact also sets up the meeting for review of evaluation results and works together with the early childhood staff to write an IEP, if the child is eligible. The SPED director receives all of the referral information from the single point of contact and a list of the children tracked is as follows: From 11-1-03 to 6-1-04, 4 children were referred. All children were evaluated, one was not eligible, one child's parents declined services, and two were evaluated and placed on IEP's.				

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Principle One—General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

File reviews and interview with district staff suggested a potential problem with the district's referral process. The procedures used at the elementary level do not allow educators to initiate a referral without first going through the TAT process. Students who display obvious disability characteristics or performance deficits would still be required to go through the TAT process rather than an immediate referral to special education and the informal review process. The TAT process, which usually takes 30 days, could be viewed as a process that delays referral and provision of FAPE to students with disabilities especially if the delay is due to the psychologist's evaluation schedule.

6 month reporting date 11/7/03
 12 month reporting date 7/7/04
 Closed 6/6/05

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All student referrals will be acted upon without unreasonable delay.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The T.A.T. process will be monitored by the building administrator so that it does not exceed 30 working days.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1) The staff will be educated twice a year on the individual processes of T.A.T. and special education referrals.	Prior to May 1	District Administration/ Special Education Director	Ongoing	Met 6/6/05
2) Parents will be informed twice a year of the individual processes of T.A.T. and special education referrals.	Prior to May 1	District Administration / Special Education Director	Ongoing	Met 6/6/05
3) A tracking system will be implemented for student referrals. Data will be kept as to who was referred, when they were referred, what happened during the informal reviews, and how many students went on to further evaluation, along with the dates of those evaluations. A summary of this data will be submitted to the OSE.			Ongoing	Met 6/6/05

Please explain the data (6 month)

A form has been created to be used in the 03-04 school year and will be collected at the end of every school year.

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Closed 6/6/05

Please explain the data (12 month)

The SPED Director informs parents at least twice a year on the TAT and SPED Referral Process through the use of the Canton School District Newsletter and Parent Advisory Council Meetings. Here is a sample of the information shared:
Special Education Referral Process for Parents

- ❖ **Pre-referral:** If you have a concern for your child and are thinking the regular classroom curriculum and structure aren't meeting your child's needs, then the 1st place to start is with your classroom teacher. Prior to referral for Special Education, there are many modifications and accommodations that may be put into place for your student. These strategies may be all that your student needs to be successful in the regular classroom. If these measures prove to be unsuccessful, then you can take the next step, which is to make a referral to the special education teacher. The building principal should also be alerted.
- ❖ **Referral:** The special education teacher will then ask for documentation of previous interventions tried and note their effectiveness. If the interventions are not effective a referral form may be completed. The building principal must also sign and date this form.
- ❖ **Evaluation:** The evaluation will be initiated once parent prior notice and consent are obtained. The evaluation includes administering tests, observing the student, gathering student information, and checking to see if the student qualifies for Special Education services.
- ❖ **Placement and Individual Education Program (IEP) meeting:** A team meeting is planned and held with prior notice given to the parent(s)/guardian involved to look at the child's:
 1. Present level of performance
 2. Special Education Eligibility
 3. Goals/objectives to address student needs
 4. Related services needed in order to meet educational goals
 5. Least restrictive environment/mainstreaming/inclusion
(a continuum of alternative placements)
 6. Justification for placement
 7. Reintegration plan
 8. Extended school year (based on regression/recoupment)
 9. Parental consent to begin services

If a student is placed in Special Education an annual IEP is held and a full re-evaluation is held every three years.

The staff receives the information about the TAT and referral process in the first and second semester at their building level staff meetings, but can also read the information in the Canton District Newsletter or attend a SPED Parent Advisory Council meeting.

The Canton School District had 40 children referred, all children went on to further evaluation, and 22 were found eligible for services.

There were also 31 three year re-evaluations and of those 31 children were placed on an IEP.

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Principle One—General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Documentation supporting a child's disabling condition must be maintained by the school district for verification of its annual federal child count. Through a review of student records and through interview the monitoring team could not locate an IEP in effect on 12-1-00 for one student placed on the district's child count. In addition, evaluation documentation found for two students did not support eligibility for special education. There was no evidence that the team invalidated test scores and placed these students through the override provision. The district has been informed of student names and is required to immediately reevaluate and determine if these children meet the state eligibility criteria based upon the suspected areas of disability. In the event the student's do not meet the eligibility criteria, the district will be required to reimburse the child count funds received based upon their inclusion on the 12-1-00 child count.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All children reported on the child count will have documentation confirming eligibility and an active IEP in place.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

- 1) All students listed on the December child count will have an active IEP.
- 2) All students reported on child count will have the documentation to support eligibility.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
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 Closed 6/6/05

1a) To verify active IEPs, the district coordinator will collect copies of the front page of IEPs for all students on child count. The front pages of the IEPs will be used to verify the child count list each year before signing off.	Prior to December 1	SPED Instructional Staff & Special Education Director	Ongoing	Met 6/6/05
2a) To verify eligibility for children on child count, the district coordinator will collect a random sampling of initial/ three-year evaluation results. Data will be submitted to the OSE regarding how many evaluations were reviewed and how many evaluations supported the student's eligibility.	Prior to May 1	SPED Instructional Staff & Special Education Director	Ongoing	Met 6/6/05
Please explain the data (6 month) 9 out of 9 files reviewed demonstrated that the Canton Public School personnel were in compliance in the area of eligibility supported by evaluations. 1 out of 6 files reviewed demonstrated that the pre-school cooperative staff was not in compliance in the area of eligibility supported by evaluations. The MDT page was not in file. 1 out of 3 files reviewed demonstrated that the speech therapist from the cooperative staff was not in compliance in the area of eligibility supported by evaluations. 1 re-eval was not completed.				
Please explain the data (12 month) In the 2003 child count information, 145 of 145 IEP's that were listed on child count had coversheets. 14 out of 14 files reviewed demonstrated that the Canton Public School were in compliance in the area of eligibility supported by evaluations. 7 out of 7 files reviewed demonstrated that the cooperative staff was in compliance in the area of eligibility supported by evaluations.				

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Principle Three—Appropriate Evaluation

<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Through a review of 11 student records, the monitoring team found the district staff did not include functional information in the evaluation process or understand that this information was to be summarized and used for determining specific skills areas affected by the student's disability, the student's present levels of academic performance, their progress in the general curriculum and the development of annual goals and short term instructional objectives. Functional assessment information is available through a variety of sources in the district, however, there is not an established process across all grade levels and disciplines for collecting, analyzing, summarizing or integrating the information into the 25 day evaluation process for all eligible students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All students will complete a functional assessment that describes student's strengths and needs in the area of suspected disability.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>. 1) The functional assessment information will be summarized into the evaluation report. 2) Functional assessment results will be used to develop present levels of performance.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1a) Included in every initial/three-year evaluation, a standard functional assessment summary will be included in the evaluation package.</p>	<p>Prior to May 1</p>	<p>SPED Instructional Staff</p>	<p>Ongoing</p>	<p>Met 6/6/05</p>

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 12 month reporting date 7/7/04
 Closed 6/6/05

1b) The district coordinator will collect a random sampling of the functional assessment reports. Data will be submitted to the OSE regarding how many initial or reevaluations were reviewed and how many functional assessment summaries were found.	Prior to May 1	SPED Instructional Staff & Special Education Director	Ongoing	Met 6/6/05
2. The district coordinator will review a random sampling of IEPs written to verify that functional assessment information was used to write the present levels of performance statements. Data will be submitted to the OSE regarding how many PLOPs were reviewed and how many contained functional assessment information.			Ongoing	Met 6/6/05
Please explain the data (6 month) There were 17 files reviewed. In regards to the educational functional assessment 2 files (Canton Public School personnel) did not have the necessary reported documentation. There were 6 educational functional assessment files (pre-school coop staff) that did not contain functional assessment summaries. There were 3 speech functional assessments files(speech coop staff) that did not contain functional assessment summaries.				
Please explain the data (12 month) There were 21 files reviewed. In regards to the educational functional assessment, 4 files (Canton Public Schools Personnel) did not have the necessary reported documentation.				

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Principle Three—Appropriate Evaluation

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Through interviews with staff the monitoring team concluded the district does not implement a consistent procedure for documenting parent input. Some staff stated they usually make a comment on the prior notice if they remember, other stated they make a "parent contact" note in the record and there also is a form that can be completed and included in the file. Evidence of parent involvement into the evaluation process was not available in a review of 10 student records. In 2 student files reviewed, the prior notice did not contain sufficient evaluation areas to determine eligibility. For example, the areas to be evaluated listed on the prior notice/consent for a student suspected as having a learning disability were achievement, behavior and criterion referenced tests. The parent did not have input into nor were they informed of the need to use a previously administered ability test to determine eligibility. In another situation, prior notice was not sent to parents regarding the evaluation information to be used to determine if their child was eligible for services as he moved from the infants and toddlers program to the Part B program under the IDEA.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Parent input will be gathered and documented, concerning their child's evaluation process..</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>1) To increase documented parental input during the evaluation process.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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1) A standard parent input form will be used across all levels prior to student evaluation.	Prior to May 1	SPED Instructional Staff & Special Education Director	MET	
2) The district coordinator will gather a random sampling of documented parent input. Data will be submitted to the OSE regarding how many files were reviewed and how many included documented parental input.	Prior to May 1	SPED Instructional Staff & Special Education Director	Ongoing	Met 6/6/05
Please explain the data (6 month) The Canton Public School personnel are in compliance in this area. (9 out of 9) The pre-school coop staff is not in compliance in this area. (3 out of 6) The speech coop staff is not in compliance in this area. (0 out of 3)				
Please explain the data (12 month) Of the 21 files reviewed, 19 were in compliance in this area. 2 files lacked parental input. The parents were present at the two IEP meetings, but no input was document				

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Principle Three—Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Through a review of student records, the monitoring team found a single procedure was used to determine eligibility for a student identified as speech/language impaired. Only the Goldman-Fristoe test of articulation was administered.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students will be given more than one assessment to determine eligibility.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students referred for speech/language services will be given at least two assessments.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1) At least two forms of assessment will be completed during every speech evaluation. The evaluation may include a standardized speech/language assessment, a language sample, and/or a classroom observation.	Prior to May 1	Speech/Language Instructional Staff	MET	
2) The district coordinator will collect a random sampling of speech evaluations to ensure that at least two assessments have been given. Data will be provided to the OSE regarding how many speech evaluation were reviewed and how many assessments were documented in each evaluation.	Prior to May 1	Speech/Language Instructional Staff & Special Education Director	MET	

Please explain the data (6 month)

1 out of the 10 files reviewed did not contain 2 speech evals.

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Principle Four—Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The student and their parents must be informed of the transfer of parental rights one year prior to the student turning 18. In a review of 3 student records, there was no indication the student or parents were informed of the transfer of rights one year prior to the student turning age 18.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students will be informed with transfer of parental rights prior to age 18.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students in district turning 17 will have documentation in their file of notification of transfer of rights.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1) In the fall of each year, the district coordinator will secure a list of all students on an active IEP who turn 17.	Completed by October 1	High School Special Education Instructional Staff & Special Education Director	MET	
2) Utilizing the student list, the district coordinator will verify that the transfer of rights has been addressed prior to student turning 18.	Completed by June 1	Special Education Director	MET	

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 Closed 6/6/05

3) The district coordinator will submit data to the OSE on how many students turned 17, and how many had the transfer of rights addressed by the required timeline.			MET	
Please explain the data (6 month)				
9 out of the 9 files reviewed contained documentation of transfer of rights. A list of students turning 17 during the school year will be given to the special education director annually.				

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Principle Five—Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>A student's IEP must contain present levels of performance statements based upon the skill areas affected by the students identified disability. The present levels of performance statements are based upon the functional assessment information gathered during the comprehensive evaluation process. In a review of 13 student files, present levels of performance were not linked to functional evaluation. In a review of 11 student files, present levels of performance did not consistently contain the student's academic strengths, needs in the skill areas affected by the student's disability or their involvement in the general curriculum.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All students' IEPs will include a present levels of performance statement base upon functional and developmental information.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Functional assessment information is included within the present levels of performance statement.</p>

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Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1) The district coordinator will collect a random sampling of present levels of performance statements to ensure that they include functional assessment information. Data will be submitted to the OSE regarding how many PLOPs were reviewed and how many contained functional assessment information.	Prior to May 1	SPED Instructional Staff & Special Education Director	Ongoing	Met 6/6/05
<p>Please explain the data (6 month)</p> <p>There were 18 files reviewed in regards to functional information being included in PLOP page. In regards to the educational functional assessment 1 file (Canton Public School personnel) did not have the necessary reported documentation.</p> <p>There were 2 educational functional assessment files (pre-school coop staff) that did not contain functional assessment summaries.</p> <p>There were 2 speech functional assessments files(speech coop staff) that did not contain functional assessment summaries.</p>				
<p>Please explain the data (12 month)</p> <p>There were 21 files reviewed in regards to functional information being included in the PLOP page. 17 files included the functional information in the PLOP page and 4 (Canton Public Schools Personnel) did not establish a strong correlation to the PLOP page.</p>				

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Principle Five—Individualized Education Program
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The IEP must describe individual modifications needed by the student, and the anticipated frequency, location, and duration of those modifications. Three IEPs reviewed by the team did not consistently describe the frequency, location or duration of the needed modifications. Two IEPs included frequency statements such as “as needed”.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All modifications provided will be described within the IEP to clearly describe the commitment of supports that will be provided for the student.</p> <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Individual modifications will be specifically described within the IEP, including the anticipated frequency of the provided modifications.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1) The district coordinator will collect a random sampling of the modifications page to ensure that it consistently describes the frequency of the needed modifications.</p>	<p>Prior to May 1</p>	<p>SPED Instructional Staff & Special Education Director</p>	<p>MET</p>	
<p>2) Data will be submitted to the OSE regarding how many modifications pages were reviewed and how many described the frequency of the required modifications.</p>			<p>MET</p>	
<p>Please explain the data (6 month) 18 files were reviewed. 2 of the Canton Public School personnel files were not in compliance. 1 speech file was found not to be in compliance with this issue.</p>				

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Principle Five—Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
<p>For each student beginning at age 14 the IEP must include a statement of the transition service needs of the student that focuses on the student's course of study. For each student beginning at age sixteen a statement of the needed transition services is required including interagency responsibilities or any needed linkages. Through interview and a review of student records the review team found transition evaluation was not considered or administered for students approaching transition age in order to design an outcome oriented process which promotes movement from school to post-school activities. Transition evaluation was not completed for four students according to file information. Transition activities were not addressed in the IEPs of four students who were 16 year old or older. During interview, district staff stated they were unsure of the transition requirements and how to effectively determine and incorporate transition services into a student's program. The monitoring team recommends the district incorporate transition in-service activities into the improvement planning process for district staff.</p>				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
<p>All students ages 14 and above will have an individual education program that includes planning for long term outcomes in employment and independent living after the completion of high school</p>				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
<p><i>1. All IEPs for students ages 14 and above will include a course of study that helps them achieve their desired post school outcomes.</i></p> <p>All IEPs for students ages 16 and above will describe transition services in the five areas of transition that are necessary for the student to reach his or her desired outcomes.</p>				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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1) The district special educators will receive inservice training in the area of transition for students 14 and older. Information regarding the inservice, including the presenter, agenda of training, date of training, and the participants will be submitted to the OSE.	Prior to May 1	State and/or Regional Transition Staff	Ongoing	Met 6/6/05
2) The transition team will collect a sampling of files to ensure that transition planning has been addressed.	Prior to May 1	SPED Transition Instructional Case Managers	Ongoing	Met 6/6/05
3) The district coordinator will collect a random sampling of transition plans for students 14 and older.	Prior to May 1	SPED Transition Instructional Case Managers	Ongoing	Met 6/6/05
4) Data will be submitted to the OSE regarding how many secondary transition plans were reviewed and how many met requirements.			Ongoing	Met 6/6/05
Please explain the data (6 month) Out of the 10 files reviewed, 1 file omitted the employment section of a 14 year-old transition plan. The Canton Public School staff began training on transition in the spring of 03 and continue to receive training this fall and into the spring of 04.				

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Please explain the data (12 month)

Of the # files reviewed,

The Canton Public School staff has been involved in transition training through the following:

- | | | |
|----------------------|---|--------------------------------------|
| 1. April 24-25, 2003 | SPED Super Conference (Transition Training for Students 18-21) | 1 SPED Director |
| 2. May 12, 2003 | Transition Planning (Using the Enderle-Severson Transition Rating Scales) | 1 SPED Teacher |
| 3. June 10-13, 2003 | Transition Summer Institute | 1 SPED Teacher |
| 4. October 20, 2003 | Community Campus Open House | 2 SPED Teachers |
| 5. December 3, 2003 | Regional Transition Forum | 4 SPED Teachers &
1 SPED Director |
| 7. October 15, 2004 | Eastern Transition | 4 SPED Teachers &
1 SPED Director |
| 8. Fall, 2004 | State DDN Transition Conference (in Brandon) | 1 SPED Teacher |
| 9. March 13-15, 2005 | SPED CEC Conference (Focus on Transition) | 1 SPED Teacher &
1 SPED Director |
| 10. June 6-10, 2005 | Transition Summer Institute | 1 SPED Director |

Out of 11 files reviewed, all contained the secondary transition plan requirements.